



SYLVIA CIRCLE ELEMENTARY

929 Sylvia Circle

Rock Hill, South Carolina

Grades	PK-5 Elementary School	
Enrollment	382 Students	
Principal	S. Lindsay-Brown	803-981-1380
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Average
2009	Excellent	Good
2008	Average	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

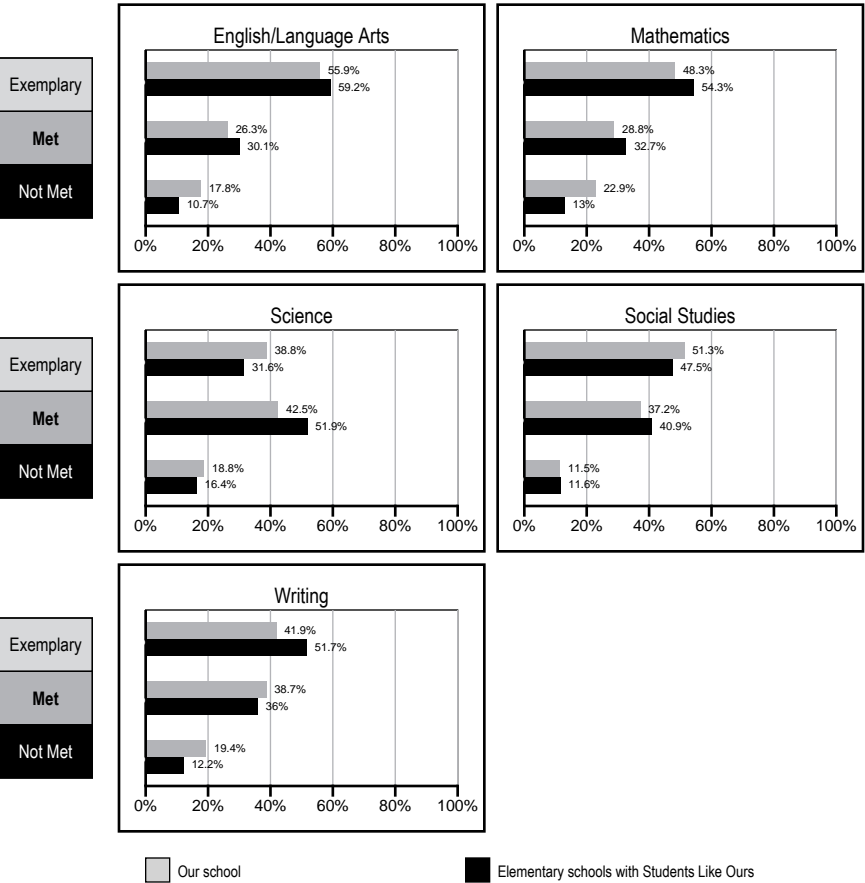
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=382)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	0.7%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.5%	96.2%
Served by gifted and talented program	31.7%	Up from 27.1%	25.8%	13.4%
With disabilities other than speech	0.8%	Down from 4.1%	2.7%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Up from 68.2%	67.5%	62.5%
Continuing contract teachers	91.3%	Up from 90.9%	90.5%	88.2%
Teachers returning from previous year	95.0%	Up from 92.5%	90.3%	87.8%
Teacher attendance rate	97.7%	Down from 98.0%	95.6%	95.2%
Average teacher salary*	\$45,585	Down 0.7%	\$47,655	\$46,773
Professional development days/teacher	6.0 days	Down from 6.8 days	8.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 19.7 to 1	21.4 to 1	19.9 to 1
Prime instructional time	93.9%	Down from 94.5%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,491	Down 12.5%	\$6,801	\$7,447
Percent of expenditures for instruction**	68.6%	Up from 66.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	67.5%	Up from 65.0%	67.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

With the close of the 2010-2011 school year, The Children's School (TCS) completed its ninth year to fully implement the Montessori philosophy and curriculum through every grade level, K-3 through fifth grade. We are very proud that our school applied and received a site visit from the Palmetto's Finest Committee.

Areas of academic focus in our school improvement plan were to strengthen hands-on science, problem-solving skills, use of technology and arts integration across all subject areas and continue to focus on grant writing. For the second year in a row over \$10,000.00 in grants were written by our teachers. With the loss of Spanish language offerings here, TCS offered twice a week a PM Spanish Club which proved to be very successful. We also offered twice weekly a PM Computer Club for targeted students to assist in ELA and Math weaknesses. This proved to be very successful and positive results occurred with assessment data from targeted groups.

Our teachers increased their skills in these areas through a variety of summer courses and staff development activities throughout the school year. Our staff development included Pyramid Response to Intervention and Leadership for Differentiated Schools and Classrooms. The results reflected increased use of science and the technology lab, integration of creative writing across the curriculum, and strengthening of students' research skills. Over, 50 % of the staff members enrolled and completed requirements to be Gifted and Talented endorsed.

The school climate reflects positive emotional and behavioral growth among students. We will continue to embed lessons of character education in classroom instruction in core curriculum subject areas and in extracurricular settings. This area appears to be a strength here at TCS. The Montessori philosophy allows our students very few disruptions in character; therefore very few discipline referrals. We continue to have very few discipline referrals due to student misbehaviors.

Our School Improvement Council was recognized for their contributions to South Carolina's public education system at the State Department of Education's state volunteer awards recognition luncheon. For the third year in a row our SIC has been recognized by the state of South Carolina for their efforts.

The PTO remains strong and focused. For the third year in a row the PTO raised over \$21,000. All proceeds raised came back to the school in instructional supplies, materials, and technology software to support the students and teachers. The PTO also remains solid in their support of giving volunteer time that provides numerous services to teachers in the classroom and to the office staff as well.

Dr. Sandra Lindsay-Brown, Principal
 Ursula Patterson, School Improvement Council - Chair
 Jim Morton, PTO - President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	32	33
Percent satisfied with learning environment	100.0%	100.0%	80.6%
Percent satisfied with social and physical environment	100.0%	90.6%	84.8%
Percent satisfied with school-home relations	100.0%	96.9%	87.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	124	99.2	19.2	25.8	55	88.3	83.1	82.4	Yes	Yes
Gender										
Male	56	98.2	14.8	33.3	51.9	92.6	79.5	78.7	N/A	N/A
Female	68	100	22.7	19.7	57.6	84.8	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	56	100	1.8	23.6	74.5	98.2	91.2	88.9	Yes	Yes
African American	62	98.4	35.6	28.8	35.6	79.7	72.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	54.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	48	97.9	41.3	32.6	26.1	73.9	75	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	124	100	24.8	28.1	47.1	79.3	83.2	81.9	Yes	Yes
Gender										
Male	56	100	18.2	34.5	47.3	83.6	80.9	79.9	N/A	N/A
Female	68	100	30.3	22.7	47	75.8	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	56	100	5.5	18.2	76.4	94.5	91	88.9	Yes	Yes
African American	62	100	43.3	36.7	20	65	72.6	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
Disability Status										
Disabled	11	100	63.6	9.1	27.3	36.4	51.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	48	100	48.9	38.3	12.8	61.7	75.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	84	100	21.7	41	37.3	78.3	72.1	68.6
Gender								
Male	33	100	21.2	36.4	42.4	78.8	71.1	68.3
Female	51	100	22	44	34	78	73.2	68.9
Racial/Ethnic Group								
White	38	100	5.3	34.2	60.5	94.7	84.8	80.7
African American	41	100	37.5	47.5	15	62.5	54.6	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	61.7	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	33	100	40.6	43.8	15.6	59.4	60.3	57.3

Social Studies

All Students	82	100	12.7	36.7	50.6	87.3	75.9	72.5
Gender								
Male	36	100	5.7	40	54.3	94.3	75.8	72
Female	46	100	18.2	34.1	47.7	81.8	76	73.1
Racial/Ethnic Group								
White	37	100	2.8	27.8	69.4	97.2	85.6	81
African American	41	100	23.1	48.7	28.2	76.9	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.8	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.7	69.7
Socio-Economic Status								
Subsidized meals	32	100	29	51.6	19.4	71	65.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	33	97	19.4	38.7	41.9	80.6	75.7	73.2	96.9	96.2
Gender										
Male	20	95	16.7	33.3	50	83.3	71	67.2	96.9	96.1
Female	13	100	23.1	46.2	30.8	76.9	80.6	79.4	96.9	96.3
Racial/Ethnic Group										
White	15	100	7.1	28.6	64.3	92.9	87.4	81.5	96.9	96.1
African American	16	100	31.3	50	18.8	68.8	60.2	61.3	97	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	87	98	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.3	66.7	93.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	98	94.6
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.4	26	96.7	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	61.7	65.7	92.1	96.7
Socio-Economic Status										
Subsidized meals	12	91.7	36.4	45.5	18.2	63.6	64.6	63.2	96.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	47	97.9	21.7	13	65.2	78.3
	4	36	94.4	28.6	34.3	37.1	71.4
	5	33	100	36.4	24.2	39.4	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	18.8	14.6	66.7	81.3
	4	42	97.6	17.5	25	57.5	82.5
	5	34	100	21.9	43.8	34.4	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	47	100	23.9	32.6	43.5	76.1
	4	36	100	28.6	25.7	45.7	71.4
	5	33	100	42.4	30.3	27.3	57.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	22.9	25	52.1	77.1
	4	42	100	24.4	29.3	46.3	75.6
	5	34	100	28.1	31.3	40.6	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	23	100	40.9	18.2	40.9	59.1
	4	36	100	37.1	37.1	25.7	62.9
	5	17	100	35.3	58.8	5.9	64.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	20	36	44	80
	4	42	100	17.1	48.8	34.1	82.9
	5	17	100	35.3	29.4	35.3	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	95.8	17.4	26.1	56.5	82.6
	4	36	100	22.9	45.7	31.4	77.1
	5	16	100	43.8	37.5	18.8	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	23	100	8.7	47.8	43.5	91.3
	4	42	100	12.2	31.7	56.1	87.8
	5	17	100	20	33.3	46.7	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	47	97.9	21.7	28.3	50	78.3
	4	36	97.2	32.4	35.3	32.4	67.6
	5	33	97	37.5	25	37.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	33	97	19.4	38.7	41.9	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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